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ABSTRACT

This paper discusses the book, "Guide to Social Studies Teaching in Secondary Schools," (Leonard S. Kenworthy), as a social studies teaching resource containing activities and ideas. The paper notes that Kenworthy defines motivation in two different ways: in its inclusive sense, motivation is everything that teachers understand about teaching; in another sense, motivation implies the means used to start a lesson. The paper cites and explains methods for starting the teaching process: (1) material things; (2) provocative statements or questions; (3) maps and globes; (4) role playing; (5) problem solving; (7) chalkboards; and (8) quotations. It proceeds to lesson extensions and offers short descriptions of a few of these lessons, including: "The Northwest Ordinance" (Eighth Grade U.S. History Class); "Propaganda" (Ninth Grade Civics Class); "Installment Buying" (Twelfth Grade Economics Class); "Life of Napoleon" (Tenth Grade World History Class); "Discovering the Mediterranean" (Seventh Grade World Geography Class); "Accomplishments of John F. Kennedy" (Eleventh Grade U.S. History Class); "Versailles Treaty" (Eleventh Grade U.S. History Class); "United Nations" (Seventh Grade World History Class); "Health in the United States" (Eighth or Eleventh Grade U.S. History Class); "Classroom Archaeology" (Ninth Grade Ancient History Class); "Japanese Design and Decoration"; and "Music in American History" (Eighth Grade U.S. History Class). (BT)

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SECONDARY SOCIAL STUDIES STARTERS AND EXTENSIONS

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SECONDARY SOCIAL STUDIES STARTERS AND EXTENSIONS

The books and articles of Leonard S. Kenworthy, well-known teacher educator at Brooklyn College of the City University of New York for many years and respected classroom teacher, provide many interesting ideas and activities for teaching the social studies. His *Guide to Social Studies Teaching in Secondary Schools* (1973) is a particularly rich source of suggestions. Though no longer in print, but found in most libraries at the collegiate level, the book remains a useful and popular reference among pre-service and in-service teachers. Of particular interest are the lesson starters and extensions (Kenworthy 1973, 231-33, 252-58).

LESSON STARTERS

Kenworthy explains that teachers often discuss concerns about motivation, especially new teachers. In some ways this is good, for it shows that they are interested in teaching well. In other ways it is bad, for it suggests that if there is a powerful beginning, then the rest of the hour will go smoothly. In their concern to get off to a good start, many teachers turn to a gimmick. Then they stop the effort. Purposeful motivation, on the other hand, inspires from the beginning and is found throughout the hour. Motivation, then, is defined in two different ways.

In its more inclusive sense, motivation is everything that teachers understand about learning. It is the activity that is evident throughout the class period. It happens when students are relaxed, yet ready to learn; when they choose or help choose issues and objectives of real interest to them; when they can learn through real-life experiences; when they are asked to do things within their capabilities; when they are aware with their hearts as well as with their heads; when they are engaged in a variety of interesting activities; when a new idea is connected to an old idea; when they have thought on the implications of their actions and have engaged in the assessment of these actions; when their learning leads to a social consequence related to it; when a concept is made clear by something done or said again; when they have a sense of individual or group success; and when there is an element of newness or surprise.

In its other sense, motivation implies the means used to start a lesson. Since motivation in its first sense has already been identified, what follows are some ways of getting a lesson started, keeping in mind that motivation used appropriately will continue throughout the lesson.

Below, then, are some ways of getting started:

1. Through material things

A friend of the teacher came to show a five-reichsmark German stamp from the1920s surcharged at five thousand reichsmarks. The teacher invited several students to look at the stamp and to explain what they had observed. Questions were raised about the conditions making a surcharge necessary; this led to research on the causes and

consequences of inflation. (If a stamp cannot be found, the teacher can draw something similar on the board prior to class and use the same lesson as with an actual stamp.)

Students came to class one day with gold jewelry, silver kitchenware, copper wiring, steel wool, lead piping, nickel plating, zinc tubing, and aluminum siding. These items were put on a table and discussed in turn, with special focus on the uses and origins of the materials they represented. Then each item was put on the bottom of the chalkboard and colored yarn strung between them and the places on a map where the raw material is dug out of the ground.

2. Through provocative statements or questions

At the top of the hour the teacher makes the statement, "Franklin D. Roosevelt was one of the most loved and one of the most despised figures in United States history." The remainder of the hour is used to examine why this assertion is true.

On another day the teacher might start with the statement, "Imperialism is dead, but it hasn't been buried yet," and then solicit reactions to this statement and examples of its truth. It may be appropriate at times to write such statements on the board so that students may refer back to them throughout the hour.

3. Through maps and globes

For the beginning of a mini-unit or a week or more on South America, the teacher may display a map and begin the hour by having students describe what they see of interest on the map or by asking where they would like to live, work, or play and why.

A polar projection with Russia and the former Soviet Union farthest to the north will get the attention of most students, especially if the teacher adds that this might be the

kind of map used in Russian classrooms in social studies or history. Questions will start and the teacher can lead into a discussion of how students in Russia view other countries, a lesson in the relationship between a nation's political life and its geography.

4. Through role-playing

The teacher explains that he or she is looking for volunteers for vacancies on the United States Supreme Court. The teacher will usually get a show of hands. The teacher can then ask a series of questions: what number of volunteers will be needed, what job qualifications are required, who will decide on them, who will confirm them, and what responsibilities they will fulfill on the court. If several students do not participate, the teacher can ask them why they do not want to be justices of the Supreme Court or why they are not ready to serve. This method can carry over into other lessons, with the student jurists assuming the roles of famous judges.

In the same way, the teacher can select or ask students to volunteer to be the great inventors of the past or present. The teacher can then ask the students to make presentations on how they came to invent the reaper, the telephone, the cotton gin, and other apparatus, and the impact associated with their inventions now or in the past. For this to work the teacher should assign students to learn about one of the inventors in advance of the role-playing. Throughout the hour students should maintain these roles.

5. Through problem-solving

At the start of the hour, the teacher explains that the state is in serious financial trouble and the students are asked to research ways of improving its economic outlook. The important questions are "What do you do in the short and long term?" and "Why?"

The teacher states that the class has been asked to identify ten people from Greece for a Greek Hall of Heroes. No more than ten (or a number selected by the teacher) can be listed. The remainder of the time can then be used to research the great heroes in Greek history or some specified period, with students asked to support their decisions.

6. Through recordings or music

At the start of the hour, the teacher can play the now-famous speech of Ben-Gurion at the time of Israel's independence as a sovereign nation. At the finish students can discuss what he meant, the context of his words, and the eventual conflict that arose out of his remarks.

The teacher several days ahead has asked a student who plays a guitar or some other form of accompaniment to play the folk classic "The Erie Canal" at the beginning of a class period, with the students following along with him, using sheet music with the words and melody. The teacher then uses the time to discuss why the canal was built, what it cost to construct, where it was located, and what its impact on the American people in the time after its completion was.

7. Through chalkboards

Before the beginning of the hour or prior to the students arriving in the classroom, the teacher sketches a triangle on the board. The teacher then suggests that this symbolizes the social hierarchy in French society at the beginning of the French Revolution. In the next hour the students complete the chart, with the king, nobility, and peasants placed on the graphic in ascending order. A series of questions can then be used

to show how this visual could be turned upside-down, and whether the French Revolution actually had this effect.

8. Through quotations

When it happens, the use of quotations can bring to life an entire class, especially a class of motivated, intelligent students. What follows are a few examples:

> The Crusades were the most successful failure in history.
>
> A single bullet has cheated history.
>
> The future of Italy is in the past.
>
> The League of Nations was not a failure of machinery but of men.
>
> Those who use the tactics of the enemy, become themselves the enemy.
>
> Franklin Roosevelt salvaged capitalism rather than destroying it.
>
> There is no Asia.
>
> The Latin Americans are prisoners of their geography.

Statements such as these can be read to the class or put on the board, with the students taking the next hour, frequently discussing them. Perhaps the teacher or even the students can start a notebook of such statements. They could even write some of their own.

In his conclusion Kenworthy reminds the reader that not all lessons need a powerful beginning. A class that is sincerely interested does not need a motivating start. The desire can come from internal sources aroused in a whole host of ways over a

number of months or years. But the ideas mentioned above, along with others, show how teachers can turn an ordinary lesson into an interesting lesson.

LESSON EXTENSIONS

Over the course of a long career Kenworthy taught thousands of lessons in secondary schools and supervised hundreds of lessons taught by new teachers. He also participated in lessons taught by veteran teachers.

Several of these lessons stood out to him as particularly interesting. He suggested that they would be appreciated by students, also. Short descriptions of a few of these lessons follow. He states that no one can reproduce exactly the ideas of another teacher, but there may be an idea or two in these lessons that other teachers can use, changing them to fit their situation and their own teaching preferences. It may also be that these descriptions help teachers to write interesting lessons of their own.

1. The Northwest Ordinance (Eighth Grade U. S. History Class)

Students had been reading about the Ordinances of 1784 and 1785 and the Northwest Ordinance of 1787. Because the Northwest of today is not the Northwest of old and because space relationships are not always so easily understood, the teacher began the hour by putting construction paper over the area of a United States map which was the Northwest of old. The paper was made to go with the map the teacher was using. The interest of the students was obtained almost immediately by this method and the area affected was clearly seen by the class. As the hour passed, boundaries were added to the paper to show the states once represented by the territory.

2. Propaganda (Ninth Grade Civics Class)

Students were surprised halfway through a lesson when the teacher asked them what statements made in the past twenty minutes have been examples of propaganda. The students looked at one another for a moment, then began to consider the possibility. The teacher stepped back until students mentioned the uses of propaganda. Instead of lecturing about the topic, these students were given the opportunity to do some careful thinking about the practices of deception being discussed.

3. Installment Buying (Twelfth Grade Economics Class)

A group of students, not especially interested in social studies, came to better appreciate it one day when a young teacher entered the room carrying a large box. Right away they wanted to know what was in the box.

The teacher explained that he had a compact disc player in it, which he would be willing to pass on to anyone who had the money. Several students said that they would love to buy the player but could not come up with the cash for it.

Then the teacher began to play the role of a salesperson, explaining to them that they could get the player for a small amount down and a dollar a week.

Several students said they were interested, and one of them was asked to come to the front where the teacher tried to get her to agree to a contract. Before long the other students were telling her not to be swayed by his manner.

After a half-hour of role-playing, the teacher began to discuss the up side of installment buying and then the down side. Points were listed on the board, with the shy students being asked to help the teacher with the list.

4. The Life of Napoleon (Tenth Grade World History Class)

An interested group of students was about to start a study of the triumphs and tragedies of Napoleon and his impact on world affairs. The teacher gave a passage with two statements about Napoleon on it. One glorified him to the end; the other vilified him as one of the criminals of history. The students' task for the next several days was to collect information supporting each of these statements. Some of the time was passed in the library and some of it working in class. On the last day a formal discussion was held on these two statements, supported by the research done by the students. With nearly every point made the students were required to give the source for their opinion. Knowledge was gained, but in the context of critical thinking.

5. Discovering the Mediterranean Countries (Seventh Grade World Geography Class)

A group had been reading about the Mediterranean countries for several days. The teacher came to class on the fourth day with a set of thirty pictures with the captions removed from the pictures. The teacher gave each student a picture and for the rest of the period the students discussed the pictures and the country they represented. After a time most of the students were convinced that the photographs were scenes from Spain. But there were several pictures that a few students thought could not have come from that part of the Mediterranean. The next day's project was, as a consequence, to find out if these pictures could in any way be photographs of Spain.

6. The Accomplishments of John F. Kennedy (Eleventh Grade U. S. History Class)

Before the beginning of class, the teacher drew a stone monument on the board with the name and dates of John F. Kennedy on it. As the students arrived, they were

surprised to see the marker. The teacher explained that Thomas Jefferson's stone included the inscription "Here was buried Thomas Jefferson, author of the Declaration of Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia." This inscription he had asked be placed on his stone. Then the teacher asked the students to decide on the three accomplishments that might be placed on the marker of John F. Kennedy. A spirited debate on the best inscription followed but with little consensus on the accomplishments that best reflect his place in history.

7. The Versailles Treaty (Eleventh Grade U. S. History Class)

Students were to research one of the heads of state at the Versailles Conference after World War I and to bring information about the person and his philosophy and his impact on the outcome of the meeting. At the start of the class four students were selected to be Orlando, Lloyd George, Clemenceau, and Wilson; others were chosen as journalists to question the individuals about their views. These question and answer sessions or briefings lasted through the hour, and the following day an open discussion and review took place.

8. The United Nations (Seventh Grade World History Class)

The teacher thought it was necessary for the students to know something more about the way the United Nations is organized and its administrative agencies, but not to begin with this information. The teacher set up a display with the major divisions of the United Nations shown by circles of different colors and the other agencies cut in the shape of rectangles. Over a time frame of a few days, these circles and rectangles were added to the display as study focused on the major divisions and agencies. By the end of

the week attention had been given to nearly all of the divisions and agencies, and the display of the United Nations was finished, in a memorable way. The two agencies that had not been talked about were then attended to, and the class discussed their function.

9. Health in the United States (Eighth or Eleventh Grade U. S. History Class)

At the start of the hour the teacher put a bar graph on the board to show life expectancy in the United States in 1800 (age forty-five), in 1850 (age thirty-nine), in 1900 (age forty-seven), and in 1970 (age seventy). (Students could research life expectancy in other years. In 2002, seventy-eight was the age.) Then the teacher asked the question as to why this change was capable of happening. Students took the next several days to answer the question.

10. Classroom Archaeology (Ninth Grade Ancient History Class)

The teacher gave students a handout with an explanation that archaeologists found artifacts on an expedition to an area of the country where it was assumed people lived centuries ago. Among the artifacts found were the bones and tusk of an elephant, hand-sculptured stone figurines, pieces of earthenware, ashes and charcoal, stone arrowheads, seeds of grain, fragments of flint, a person's skeleton and stone implements and instruments, a flint ax, and the skeletons of a dog and cat. The teacher told the students to work alone for part of the period, organizing the artifacts into strata as they thought they would have been found in an excavation of the area. Then the students explained how they organized the items according to geologic time. Scores of questions were raised; each was researched by the students for answering, until the last of the strata was finished.

11. Japanese Design and Decoration

While reading about Japan, the teacher invited the spouse of an American serviceman to show the students the uses of flowers in Japanese design and decoration. Although she was not fluent in English, she was able to gesture effectively with the class, and they had a first lesson in impressions about another people.

12. Poverty in the United States (Twelfth Grade Contemporary Issues Class)

A group of several students in an advanced placement class in problems in American democracy developed a television documentary for the class, along with charts and graphs, maps, and other visuals to show the points they wanted the students to get. One student in the group was assigned for each segment of the program. The segments included: 1. What is Meant by Poverty? 2. Why Be Concerned about Poverty in the United States? 3. Where are the Concentrations of Poverty? 4. Appalachia, A Case in Point, and 5. An Introduction to Poverty Programs. For information they used such sources as books, in addition to articles from newspapers and magazines. At the end of the documentary the panel opened the debate and discussion to the student body for the rest of that hour and all the next.

13. Music in American History (Eighth Grade U. S. History Class)

It was late in the school year and the students were starting to get difficult as the days of summer vacation neared. The teacher was preparing to start a review of the course content. He decided that one thing he would do would be to review the significant periods of American history through the use of music. With the input of student groups, a program of entertainment and education was planned for four days. Sheet music was

ordered with the words and melodies of songs on them. Recordings were found and several students and parents who showed a talent were invited as performers.

Beginning with the early colonial piece "Old One Hundred," the students sang, heard recordings, and watched their fellow students and guests play and sing songs about the railroads, songs about the sea, Negro religious songs, work songs, and special songs like "Brother, Can You Spare A Dime?"

With some frequency the teacher stopped and asked the students or the audience to identify ways in which the songs helped them to better appreciate history.

This program helped to maintain the involvement of students, helped them in taking a second look at their heritage, and demonstrated to most of them parallels between music and history, about which they had studied very little in the past.

14. Products of Africa (Ninth Grade World Geography Class)

A teacher thought that Africa was only a vague idea to students with learning disabilities. So he planned to make the products of that continent real. He carried to school a brown paper bag in which he had a chocolate bar, a bar of soap, a lemon and an orange, a gold ring, a piece of copper, a sheet of aluminum, and a photograph of a nuclear bomb.

As he removed each of these items, he talked to the students about the farming of cacao, palm oil, and citrus fruits and the mining of copper, bauxite, and uranium.

These items were then put on an outline map of Africa made on tagboard and put in one corner of the room.

Because other products were not included in this lesson, the research assignment was to find out what other products were farmed, mined, or produced in Africa and to find visuals or sketch pictures of them to put on the map by the end of the week.

15. The United States as a New Nation (Twelfth Grade World Cultures Class)

For several weeks the students had been focusing on the nation-states to emerge since World War II. They had made a list of obstacles to early statehood as a start to individual and group study on several countries.

To demonstrate to the students that the United States also had problems of a similar nature when it became an independent nation, research was done by the students to determine the number and kinds of problems faced by the first administration when it came into power in 1789.

When the study was finished the students had identified the absence of a system of political parties, the absence of a common language, the friction between France and England in which the United States remained involved, the inability of many people to read or write in the country at that time, the transportation and communication problems, the Alien and Sedition Acts, the Whiskey Rebellion, and the selection of a military officer to lead the new nation.

In this manner American independence took on a new importance to the students, and a better appreciation of the problems of emerging nations now seemed to come out of it.

16. World Religions (Tenth Grade World History Class)

A new teacher of a remedial group was having concerns about teaching the similarities and differences between the major world religions. After considerable thought she decided to make a large drawing to take to class. She titled it "The Tree of Western Religions." The foot of the tree was labeled Judaism and Greek Philosophies. A heavy branch near the base was labeled Christianity. Above it, to one side, she put another branch labeled Islam. She could have continued in this manner for some time, but for this class she kept the ideas simple.

In a world history class focusing on a study of Asia, a second teacher sketched a picture of Asian religions, with trees used to show the dominant religions of that part of the Pacific Rim.

The books of Leonard S. Kenworthy include many interesting ideas and activities for teaching the social studies. His *Guide to Social Studies Teaching* and the activities presented here from it are a case in point. Though no longer in print, but found in most libraries at the collegiate level, the book remains a useful and popular reference among teachers.

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Kenworthy, L. S. 1973. *Guide to social studies teaching in secondary schools.* Belmont, Calif.: Wadsworth.

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